**Structured Small Group Program Template**

**Component #1: Needs, Goals, Objectives**

**Title of your Group Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Food for Focus\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **Student identifies two existing data sources and one other approach for assessing student needs and describes how these data sources will be analyzed in order to identify needs and gaps in achievement (Rationale/Need).**

The Nutrition Corner, created by a school nurse, found that eating disorders affect 5% of female adolescents. This means that in a school of 300, approximately 15 females actually suffer from an eating disorder. This does not include students at risk for developing an eating disorder. Early detection and treatment for at risk students is helpful for full recovery and prevents terrible side effects (Bendelius, 2005). The usual age for eating disorders to occur is between 14 and 25, making high school a great time to take preventative measures. This article states, “temperamental factors, eating dysregulation, attachment, deficient self-regulation, and sociocultural ideals of health and beauty” are main factors for causing eating disorders or making a person “at-risk” (Bendelius, 2005).

A journal titled “Prevalence of Eating Disorders: A Comparison of Western and Non-Western Countries” found that up to 13% of women in the western culture suffer from anorexia and bulimia. They also found that up to 4% of the women from non-Western cultures suffer from bulimia alone (Makino, Tsuboi, & Dennerstein, 2004). This shows that anyone can suffer from an eating disorder, not just white Americans. Because eating disorders are on the rise in all races, cultures, and ethnicities, it is important that everyone be considered for group counseling. Not only are eating disorders on the rise in all nations, but irregular eating habits and decline in the healthy lifestyle are also on the rise. Makino (2004) believes that one of the reasons for the increase in eating problems is that greater value is placed on self-determination, achievement motivation and future orientation (Makin et al., 2004). The journal suggests that women need to be educated on eating disorders and the consequences and the steps that should be taken to prevent the onset of eating disorders.

The school counselor designed a survey to see if at-risk students were identified at this school. The survey addresses issues such as not being able to control eating habits, skipping meals, binging, and vomiting after eating. The surveys were handed out to all females in the school. After the surveys were completed, it seems that there is a demand at the school for at-risk students who have the potential of developing an eating disorder or obesity. Many students also indicated that they would, or know someone who would, be willing to participate in a group. The biggest demand came from 9th and 10th graders. Because of this felt need, a small group will be developed.

**Population: (brief paragraph)**

This group will be comprised of female students in grades 9-10 who are at-risk of developing an eating disorder, such as anorexia or obesity. This group is intended to have up to six participants.

**Recruitment and Screening: (brief paragraph)**

There are two major ways for recruitment, including letters to parents and referrals. At the beginning of the school year, a letter will be sent home with all females in the school for their parents. With basic paperwork given to students during the first week of class, this letter will be given and must be signed by the parent to confirm that the letter has been read. This is used to inform the parents of the issue and to also let them know that the school provides assistance for students who may have a higher chance of developing an eating disorder. Referrals can also be made by parents, teachers, school nurses, and peers, if an at-risk student is suspected. A referral is the starting point of selecting students for group counseling that leads to screening.

One of the main screening strategies used is the Eating Disorders Test developed by Deanne Jade, Principal and Founder of the National Centre for Eating Disorders. The test can be found at (Jade, 2012). If a score of over 31 is identified, the student will be asked to join the group. The test is used to identify undereating and overeating. Also, if a student expresses concern about eating patterns, such as “I look in the mirror and it reminds me to not eat dinner”, then they will be able to participate in the group.

**Group Structure: (brief paragraph)**

This group is a psychoeducational group that meets weekly for six sessions. Each session will be conducted on Monday during 7th period, which is study hall, for 30 minutes. The group will meet in the counseling conference room across from the counselor’s office. This type of group will be offered every nine weeks, or four times a school year.

1. **Student develops one overarching goal for the group program based on identified need; the goal aligns with the academic mission of schools.**

The group members, high school girls who are at-risk for an eating disorder, will become more aware of themselves and learn how to modify, achieve or maintain healthy eating habits and establish a positive attitude towards body image.

1. **Student develops two measurable objectives for session #1 of the structured group program that supports the established goal (one school counseling content and one mathematics content).**

Objective 1: students will be able to use different operations to calculate the daily amount of calories consumed with 100% accuracy

Objective 2: students will be able to understand that change is normal and make a list of at least four things they can change to make their lifestyle healthier

1. **Student develops two measurable objectives for session #2 of the structured group program that supports the established goal (one school counseling content and one language arts content).**

Objective 1: students will use verbal language and visual representations to depict underweight, normal, and overweight persons in society with at least three choices for each

Objective 2: students will be able to use communication skills to discuss their reasoning behind their decisions and will be required to describe to their partner three reasons why someone fits into each category

1. **Student briefly describes the importance of data-driven, needs-based programming that clearly aligns professional school counseling with the mission of schools.**

By becoming aware of eating habits and creating changes in the lifestyle, each young woman will become more in tune with their health. The purpose of this group closely aligns with the school’s goal of striving for the best and setting personal goals, such as understanding and establishing a healthy lifestyle. Data-driven groups deal with real needs and impact, not perceived needs (Erford, 2010, p. 286). So while eating problems and body image are not standardized assessment issues or performance data, the counselor will ensure that this is an issue that plays a large role in the school system. Because there are numerous journals and articles supporting the advantages of educating our students on healthy eating and body images, and because the survey indicated a need, the school system sees this issue as data-driven and a felt need.

**Component #2: Research-Supported and Standards-Based Content**

1. **Student provides step-by-step process and activities to be covered in session #1 (research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA’s journal, Professional School Counseling*.* Include all ancillary materials as section attachments in Livetext. Please be specific in the file names you choose so attachments are clearly identified in each section.**

**Title of Session #1:** Counting calories and unhealthy habits

**Brief Summary of Session:** The aim of this session is to educate participants of unhealthy eating habits while also meeting math objectives. Some participants may find out that their current eating habits are normal while others will realize that they need to make an adjustment. The student will become aware of how many calories are in some common foods and will then be able to calculate their own caloric intake. The students will be given situations that describe how much a person eats of a certain item and how many calories are in each item (for example, Tom eats 4 carrots (1 carrot=10 calories) and half of a cookie (1 cookie=300 calories). What is his total caloric intake?) They will then calculate their own total daily caloric intake, compare to normal standards, and use this number to establish personal changes that need to be made. It is important to note that practice problems have hypothetical numbers for caloric intake. However, students will use <http://www.fourmilab.ch/hackdiet/e4/foodcalories.html> to calculate their actual caloric intake (“Calories in foods”, 2012). Also, this activity is not to teach participants to monitor caloric intake, but to give the student an idea of how normal, or different, their usual intake is. This activity aims to remind and show students what their daily eating habits look like.

**Theoretical Orientation:** Adlerian **-** This approach is used because it supports the idea that experience drives a person to feel significant (Jones & Butman, 1991, p. 229). Therefore, if we can bring the person to understand health and eating and facilitate a change in day to day behavior, then a significant feeling has been created.

**Specific Group Technique:** Immediacy **–** The Adlerian technique of immediacy allows the client to communicate at the present time how they feel. After calculating caloric intakes for different situations, the person will become more in tune with feelings regarding eating and will be able to express these feelings with group members. Preventing eating disorders is a large concern for the school system, parents, etc. since it can save lives and is much more easily dealt with before eating patterns become extreme (O’Dea & Maloney, 2000).

**Duration:** 20 minutes

**Materials/ Media:**

* Pencil
* Paper

**Core ASCA Standard(s):** According to ASCA, students will develop self-knowledge by understanding that change is a part of growth (personal/social, A1.4). The student will identify and express feelings (personal/social, A1.5). The student will understand the need for self-control and how to practice it (personal/social, A1.7).

**Core Academic Standard(s):** According to the Virginia Standards of Learning (SOL) students will add, subtract, multiply, divide, and simplify algebraic expressions (AII.1.a). According to National Mathematics Standards, students will understand meanings of operations and how they relate to one another by judging the effects of such operations as multiplication, division, and computing powers and roots on the magnitudes of quantities (NM-NUM. 9-12.2.1).

**Competent #2:3Student identifies ASCA Standards and core academic standards (you may choose the state) covered in session #1 and session #2.** See above

**Objectives:**

Objective 1: students will be able to use different operations to calculate the daily amount of calories consumed with 100% accuracy

Objective 2: students will be able to understand that change is normal and make a list of at least four things they can change to make their lifestyle healthier

**Assessments**: Counselor will use observation and group discussion as an informal assessment. A worksheet with three practice problems must be completed and turned it. Also, a pretest-posttest will be used to measure if learning occurred and if the activity was effective.

**Procedures/ Instructional Strategy:**  The first thing I will do is review class rules and previous sessions. I like to hear from each student what they learned from the last session and what they may be doing differently as a result. In a previous session, the nutritional pyramid guide was discussed which will help this session. As conversation flows, the next step is for every student to reflect on a normal day of eating. Do you think you eat a normal amount, less, or more food than is recommended? After the question is answered, the activity will be explained. The first thing each student will get is a worksheet full of questions based on calculating caloric intake. This is a great activity because it brings awareness to the student while practicing their math skills. A list of foods with a given caloric amount will be in each question and the student will need to calculate the total caloric intake for that person’s day. After each problem is solved, the student will look at and compare the amount of calories for each person. We will then discuss the number of calories a typical person should consume a day, which is around 2000. As this activity brings awareness to each student, they will be asked to make a list of all the food they ate the previous day, look up the caloric value on <http://www.fourmilab.ch/hackdiet/e4/foodcalories.html> and see how their caloric intake compares to 2000 (“Calories in foods”, 2012). (If we are unable to get the computer carts on this day, the counselor will print off copies!) I predict that the participants who are extremely concerned with being skinny will eat far less calories than 2000. Hopefully, each student will realize that they need to adjust their caloric intake. We will then discuss ways we can adjust in a healthy manner. For example, if you need to eat more calories, it does not mean you need to eat cookies and candy. By looking at the food pyramid, healthy changes can be identified. Finally, the session will end by going around the room and letting each student say one thing they learned from today’s lesson.

**Homework/ Ownwork**: To identify personal changes that need to be made to live a more healthy lifestyle (ex. Eat more grains or vegetables, limit sugar intake, or my eating habits seem fine but I need to exercise more regularly, or could even be that I am being too hard on my body and I need to stop going to the gym everyday twice a day)

**Group Stage and Emerging Issues*:*** Although this is listed as session 1, this session would actually occur after session 2. This session would occur during the working stage such as session 4-5. This session is educating the student on normal amounts of food to eat during a day and to help a student understand if they are eating normally, need to eat more, or need to eat less. The student uses the worksheet to calculate caloric intake and then create goals for eating, exercising, etc. Some issues that may arise are for students to understand the goal of the session and to not become obsessed with caloric intake. Rather, the counselor will remind and guide students to find where they are at with their typical eating pattern and to help the student establish healthy eating goals, such as eating more fruits, less sugars, etc.

1. **Student provides step-by-step process and activities to be covered in session #2 (research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA’s journal, Professional School Counseling*.* Include all ancillary materials as section attachments in Livetext. Please be specific in the file names you choose so attachments are clearly identified in each section.**

**Title of Session #2:** Magazines, celebrities, and body image

**Brief Summary of Session:** The media greatly impacts society, especially adolescents. As students look through magazine ads and articles, they will be asked to collect at least three pictures that display underweight bodies, normal bodies, and overweight bodies. The students will make a poster that has three columns for each body type. They will then be asked to find three pictures of each in a magazine and cut and paste the pictures onto the poster. The students then will interact with a partner to describe why they put a body in which category. After communicating within the group, each individual will indicate which body type they associate their own body with. They will also address the issue that they are not perfect and that it is okay to not be perfect. The idea of this assignment is to inform students that body image has a large impact on eating habits and that there is not one normal body type. Everyone is different, which should be accepted.

**Theoretical Orientation:** Adlerian- This approach is used because it supports the idea that no one is perfect. According to Jones and Butman (1991), “Healthy persons have the courage to do their best to accomplish the tasks of life as they understand them, to take risks and be content to do good enough rather than perfectly” (p. 230).

**Specific Group Technique:** Spitting in the client’s soup - The Adlerian approach of spitting in the client’s soup is used so that the client can become aware and conscious of unhealthy body images and how others perceive it (O’Dea & Maloney, 2000). From an outsider’s view, the participant is more able to realize what an unhealthy body image looks like and how this may compare with their own body. Helping participants become more aware of and conscious of body images and healthy ways to manage health can prevent eating disorders (O’Dea & Maloney, 2000).

**Duration:** 20 minutes

**Materials/ Media:**

* Old magazines
* Scissors
* Glue
* Poster board
* Markers

**Core ASCA Standard(s):** According to ASCA, students will acquire interpersonal skills by using effective communication skills (personal/social, A2.6). The student will develop positive attitudes toward self as a unique and worthy person (personal/social, A1.1). The student will use effective communication (personal/social, A2.6). The student will respect alternative points of view (personal/social, A2.2).

**Core State Academic Standard(s):** According to the Virginia Standards of Learning (SOL), the student will make planned oral presentations by illustrating main ideas and using grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose (9.2). According to the Standards for English Language Arts, students use spoken, written, and visual language to accomplish their own purposes (NLA.12).

**Competent #2:3***-* **Student identifies ASCA Standards and core academic state standards (you may choose the state) covered in session #1 and session #2.** See above

**Objectives**

Objective 1: students will use verbal language and visual representations to depict healthy and unhealthy persons in society with at least three choices for each category

Objective 2: students will be able to use communication skills to discuss their reasoning behind their decisions and will be required to describe verbally to their partner three reasons why someone fits into the healthy category and three reasons why someone fits into the unhealthy category while also listening to their partner’s opinions

**Assessments**:The counselor will expect to have accurate depictions on the posters and will observe conversations between groups. This poster will serve as the assessment and each category should have three pictures. Also, a pretest-posttest will be used to measure if learning occurred and if the activity was effective.

**Procedures/ Instructional Strategy:**

The ultimate strategy of this activity is to bring awareness to body images before it becomes detrimental. The first step of the procedure is to review last weeks’ material and the emotions it created. Each person will discuss how it made them feel when hearing about specific eating disorders. This will tie in with the concept of body image. Next the students will discuss what body image is and how they feel about it. The counselor will then explain and talk with the participants about the media and its influence on body type. All different body types can be found in magazines, television, etc. At this point the counselor will hand out magazines, poster board, glue, markers, and scissors. The next step will be for the students to identify three pictures of someone who is underweight, normal, and overweight. They will glue the pictures onto their poster in three different categories: underweight, normal, and overweight. Next the student will work with a partner in discussing their decisions and the reasoning for each choice. Following, each student will identify with one of their pictures and compare with the rest of the group. When comparing posters and findings, the group will hopefully find that each person desires a different body image and that nobody is the same. The counselor will teach that all healthy body images are normal bodies and should be embraced by the person. Lastly, the students will go around the room and say one thing that they like about their body to close the session.

**Homework/ Ownwork**: The student will reflect on their list they made in class on how to become healthier and add three new pieces of information either on things to improve or things they are already good at.

**Group Stage and Emerging Issues***:*This activity would occur in the beginning working stages, such as session 2 or 3. It is imperative that the counselor establishes a fun, inviting atmosphere where the group learns to work with each other. During this session, the magazines will provide entertainment while changing the participant’s thinking. The student should begin to realize what they see as healthy and unhealthy and compare to others to see their line of thinking. By looking at people in magazines, the student will realize that there are all types of bodies. The counselor will also participate in the activity to model behavior. Trust and social skills will be heavily used in this exercise as each participant begins to overcome her fear and anxiety of working in a group. After establishing relationships within the group, they will begin to discuss and interact with others to find healthy and unhealthy body images.

**Component #3: Ethical, Legal, Multicultural**

* 1. **Student identifies ethical and legal considerations in group work with minors in the schools and those specific to this group program.**

Issues to consider are obtaining parental and student informed consent, confidentiality, and cultural bias (Schellenberg, 2008, p. 47). All students, including those that are18, will be required to have parental consent as well as personal assent. All students in the school system are expected to have parental consent, regardless of age. Because of this, sometimes confidentiality will be broken if information is requested by parents. Confidentiality is at the heart of counseling and will be upheld in most cases. There are certain limitations to confidentiality including a threat of harm to oneself or others, suspected abuse of children, elders, or the disabled. Also, if notes are ordered by the court, then confidentiality will be broken. Lastly, while all students will be encouraged to follow and embrace confidentiality, confidentiality among group members may be violated.

The counselor will discourage inappropriate practice, protect recipient of services, and promote exemplary behavior. The counselor will serve as an advocate for the student. As counselors facilitating minors, it is understood that some topics are inappropriate for group work in a school setting (American School Counselor Association, 2010). Therefore the counselor will monitor discussion and lead the discussion down the right path. If an issue arises that is too much for group work, individual counseling or referral will be suggested.

* 1. **Student creates a signed consent form to be distributed to parents of students prior to participation in group counseling to include limits to confidentiality in group work (attach as a supplemental form in LiveText for this section).**
  2. **Student identifies how the group program is culturally sensitive, describes how issues of conflict, bias, prejudice, oppression, and discrimination are to be addressed during group, and identifies strategies included in the group program that promote a positive, caring, and safe learning group environments.**

ASCA states that school counselors will “Respect students’ values, beliefs and cultural background and will not impose the school counselor’s personal values on students or their families “(American School Counselor Association, 2010). School counselors understand that many different reasons lead to unhealthy eating habits and all values and beliefs will be respected. It is also encouraged that students respect their own peers’ values and beliefs.

Because this school is extremely diverse, it is likely that there will be a plethora of races and ethnicities in the group. Research indicates that abnormal eating disorders in non-western cultures are increasing. This means that the group process is important for all females, regardless of race and ethnicity (Makino et al., 2004). Eating attitudes will be addressed in the same way for all members of the group in that the goal is to educate group members on body image and to prevent unhealthy eating. School counselors are concerned with helping all students and do not favor one individual over another because of race, gender, age, etc. The American School Counselor Association (ASCA) states that school counselors “Serve as a guide for the ethical practices of all professional school counselors, supervisors/directors of school counseling programs and school counselor educators regardless of level, area, population served or membership in this professional association” (American School Counselor Association, 2004). A school counselor is available for academic, social/personal, and career guidance.

Each participant will be treated with respect. ASCA states ,”Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including: ethnic/racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance ((American School Counselor Association, 2004). This respect means that the counselor and each student will respect others in a way that is caring, positive, and safe.

* 1. **Student discusses the importance of the group process from making group opportunities available and member selection to group termination.**

When an issue is brought up to the counselor, screening and referrals from teachers will be used. When a topic seems to be in high demand, an overarching purpose for the intervention will be formed. It is important to note that not all students are a fit for group counseling. Therefore, screening will be performed. Bradley Erford (2010) states, “the benefits of screening outweigh the difficulties” (p. 85). Therefore, once members are selected, preparation must begin. Students will be notified of the nature of group counseling and a parental consent letter will be sent home with all participants. Because this group is voluntary, the students who are selected have a choice to participate or not participate in the group. Termination usually occurs at the end of a group, and in the case above, would occur after the sixth section. However, all students have a choice to leave the group whenever if they will uncomfortable or are no longer benefitting from the group setting. However, the counselor will encourage and discuss certain issues with a student who wishes to terminate prematurely. Lastly, participation is very important for group work. Erford (2010) stated that counselors should encourage silent members to participate, acknowledge communication, and discourage students form monopolizing the time (p. 32). Also, if a participant does not feel comfortable participating, he or she will not be pressured.

**Component #4: Program Evaluation**

**Student creates a pre-post measure for session #1 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).**

1. **Student creates a pre-post measure for session #2 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).**
2. **Student briefly describes the importance of program evaluation and outcome-driven programming in professional school counseling .**

Program evaluation is extremely beneficial for the school counselor and the school system to assess and improve the effectiveness of counseling programs and activities (Schellenberg, 2008, p. 41). The ways in which the eating program will be evaluated is by looking at pretest and posttest scores as well as retaking the initial survey that qualified the participants for the group. Positive changes in test and survey scores will prove that the group was beneficial. If there is no increase in score, or even a decrease, then the group needs to be altered to become effective for the next group. The key component that the counselor wants answered is “how are students different as a result of school counseling programs?” (Schellenberg, 2008, p. 42).

**References (list format at the close of section #4 in Livetext)**

References

American School Counselor Association (2004). *ASCA National Standards for Students.* Alexandria, VA: Author.

Bendelius, J. (2005, march). *Nutrition corner: Eating disorders*. Retrieved from <http://www.schoolnursenews.org/BackIssues/2005/0305/Nutrition0305.pdf>

*Calories in foods*. (2012). Retrieved from <http://www.fourmilab.ch/hackdiet/e4/foodcalories.html>

Erford, B. T. (2010). *Group work in the schools*. Boston, MA: Pearson Education Inc.

Jade, D. (2012). *Do I have an eating disorder?*. Retrieved from <http://www.netdoctor.co.uk/interactive/interactivetests/eatingdisorder.php>

Jones, S. L., & Butman, R. E. (191). *Modern psychotherapies*. Madison, WI: InterVarsity Press.

*Kids health in the classroom* . (2006). Retrieved from <http://classroom.kidshealth.org/9to12/problems/conditions/eating_disorders.pdf>

Makino, M., Tsuboi, K., & Dennerstein, L. (2004). Prevalence of eating disorders: A comparison of western and non-western countries.

*MedGenMed*, *6*, 49-53. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1435625/>

O’dea, J., & Maloney, D. (2000). Preventing eating and body image problems in children and. *Journal of School Health*, *70*, 18-21. Retrieved from http://onlinelibrary.wiley.com/doi/10.1111/j.1746-1561.2000.tb06441.x/pdf

Schellenberg, R. (2008). *The new school counselor*. Lanham, Maryland: Rowman and Littlefield Education.